

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Dr. Constance McCue Ed. D.

Official School Name: St. Elizabeth School

School Mailing Address: Greenwood Avenue
Wyckoff, NJ 07481-1519

County: N/A State School Code Number: N/A

Telephone: (201) 891-1481 E-mail: cmccue@sainte-school.org

Fax: (201) 891-8669 Web URL: www.sainte-school.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Reverend Kevin Hanbury Ed. D. Superintendent e-mail: hanburke@rcan.org

District Name: Archdiocese of Newark District Phone: (973) 497-4260

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Fred Folco

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11PV151

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

11PV151

DISTRICT

SCHOOL (To be completed by all schools)

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

[illegible]

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	1
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2009	269
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>14</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	<u>6</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>25</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	99%	97%	98%	97%	98%
Teacher turnover rate	7%	7%	0%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

In the school year 2008-2009, one teacher retired and one teacher left for family reasons.

In the school year 2009-2010, two teachers retired after more than 60 years of combined service.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

What is it about St. Elizabeth School that makes it worthy of Blue Ribbon status? Is it the Christ-centered environment which strengthens our children's faith formation? Is it the rigorous academic requirements which prepare students for the next successful chapter in their scholastic lives? Is it the sense of social responsibility which broadens the tapestry of student life? It is the intermingling of all these factors which makes this vibrant community so successful.

St. Elizabeth School (SES), accredited by the Middle States Association of Colleges and Schools, has educated students for more than fifty years. Ever cognizant of the school's mission, the commitment is to the complete fulfillment of the whole child and the intent is to build a Christian foundation for strong intellectual and ethical ideals. It is the vision and hope of SES that students become caring, responsible and articulate adults, living their faith and contributing to the *Greater Good*.

SES promotes a tradition of excellence. The TerraNova3 math and reading scores, which in many instances far exceed the Blue Ribbon "cut" scores, are evidence of academic success. These scores are complemented by outstanding classroom performances in all disciplines meeting the school's very high expectations for all students. Standardized test scores from our current eighth grade further document the level of scholastic rigor; more than half the class performed above the 90th national percentile for the total achievement in math, reading and language on the TerraNova COOP high school entrance examination. All eighth graders were accepted at the school of their choice. SES believes that the success of an elementary school can be measured by the accomplishments of its graduates. Alumni are recognized by area high schools as well versed in the various disciplines, poised and confident public speakers, capable of taking up leadership roles, and willing volunteers in service organizations.

By challenging SES students to make a difference, they have responded with the following yearly service projects: collecting for the Little Sisters of the Poor food pantry at Thanksgiving and Easter, giving new coats, clothes and toys to more than fifty inner city children each Christmas, sending care packages to the troops and supporting the Tomorrow's Children organization and Habitat for Humanity. Mission money sent to Catholic Relief Services assists those experiencing natural disasters across the globe. On average, ten thousand dollars a year is contributed by SES to the needs of the less fortunate.

Each day faculty members, in unseen and unheralded ways, stretch the minds, hearts and souls of students. The longevity of the faculty speaks to the open and healthy school climate. This continuity allows for a strong vertical alignment of curriculum and a very cohesive professional learning community. A sense of community is palpable when you enter the school; it is here that children and adults grow in compassion, character and competence. Arthur Costa's *Habits of Mind* framework for success is part of our character education program. Each day students practice these traits in order to enrich the academic and social lives of students, as well as, the personal and professional lives of teachers.

Students in grades PK - 8, although not dissimilar ethnically, are diverse in terms of talents and abilities. The school's Instructional Support Team is unique. It monitors student progress, meets regularly with parents and provides the necessary educational underpinnings to ensure success for all students. The team is comprised of the principal, the teachers, specialists, an IDEA funded inclusion teacher, the Student Advocate and the school nurse. The team ministers to families of children with academic, behavioral and social issues. This proactive approach implements Response to Intervention (RTI), behavior modification techniques, research based reading and math strategies, as well as, all other appropriate actions. SES has established a working relationship with New York University's Child Study Center for referrals and for professional development. Collaboratively, SES is very successful educating special needs students.

SES encourages growth in every aspect of the child's life; the school has a varied extra-curricular program. Sports include basketball, cheerleading, track, soccer and golf. While the Festival of the Arts program gives students the opportunity to act in a middle school play, participate in the talent show, sing in the choir or contribute art to the gallery display, students are also very active in Student Council, mock trial and prayer group.

The Home School Association (HSA) works to support and enhance the educational ministry of SES through fundraising and community building. Classrooms were recently renovated; SES has SMART Boards and laptop carts throughout the building. The HSA funds our Student Advocate, a certified counselor, to work with individuals and classes teaching social skills and peer conflict resolution. The generosity of the HSA impacts student life and learning each day.

In order to prepare students to meet the challenges of an ever-changing world, the faculty practices reflective thinking, while evaluating pedagogy and programs. SES is dedicated to the fulfillment of each student's potential; this philosophy supports the school's mission statement.

.

1. Assessment Results:

St. Elizabeth School administers the TerraNova3 standardized test package as mandated by the Archdiocese of Newark. These batteries of tests include a Multiple Assessment form which incorporates open-ended questions and a Complete Battery form which tests an extended array of disciplines in a selected response design. These tests are published by CTB McGraw Hill and are administered in March. The *In View* component, evaluating cognition through verbal and nonverbal questions is administered to grades 3 through 7. TerraNova3 tests are norm referenced allowing for a comparison of SES students to other students nationwide.

Although TerraNova3 published in 2008 is considered a more rigorous test, students continue to achieve well above the national average not only in reading and math but in all other disciplines. Since SES has only one class at each grade level, cohorts are tracked from grade to grade. The trend over the years is for scores to remain at a high level for all grades. An example would be the following: the class of 2011 scores representing the NP of the Mean NCE in reading range from 86 to 77 over the last five years; that same cohort's NP of the Mean NCE scores for math range from 87 to 79 over the same five years.

The Archdiocesan Schools Office requires that Multiple Assessments format be administered in third, fifth, and seventh grades. These series of tests, while covering traditional disciplines in multi-choice format require writing samples to explain a student's thinking process and understanding of concepts. The Complete Battery format, given to the fourth and sixth grades also tests traditional disciplines yet extends further into sub-skills. Each type of test is challenging and our students do equally well with both. There is no significant change overall in testing scores from one type of test to the other. High competency levels evident in the data indicates a challenging curriculum delivered by master teachers wherein students are taught higher level thinking skills over a broad range of academics.

The TerraNova3 test results are significantly above the national norm. SES students test in the top 15% of the nation across all grades tested, therefore, meeting the eligibility requirements for Blue Ribbon status. In many cases SES is in the top 10% of scores nationwide. The 2010 results are consistent with previous testing data and St. Elizabeth School is justifiably proud of the high achievement levels. An analysis reveals that over the last five years 84% of our math scores and 68% of our reading scores are above the 80 percentile the NP of the Mean NCE. While fluctuations occur from year to year, scores remain at a high level. It should be mentioned that *InView* results are consistent with these performance levels. In all other disciplines tested by the TerraNova3, the students from SES perform at a high level.

Data is examined and all scores analyzed from the perspective of the school, the grade and the individual. A school-wide improvement plan is designed and implemented the following year; this ensures continuity of excellence with regard to curricular practices. Further scrutiny of the sub-skill scores, allows SES to tailor instruction to meet the need of the grade level and individual. As an example, the 2010 TerraNova3 math score for the seventh grade was 87: the sub-skill score for problem solving and reasoning was 35 points above the national reference group for grade 7 and the sub-skill score for patterns, functions and algebra was 31 points over the national reference group for that grade level. The middle school math department is enhancing and accelerating the mathematics curriculum for this cohort during this school year.

SES is fortunate to have both a reading and math specialist on the faculty. Individual student profiles are looked at by the Instructional Support Team and weaknesses are identified. It is the responsibility of the specialists to adjust and modify curriculum in order to strengthen student skills. Instructional strategies which best suit the needs of that individual child are implemented; progress is carefully monitored. Over a five year period, SES has noted steady improvement among the students with Individual Student Plans (ISP) who were followed by a team of classroom teachers and specialists.

2. Using Assessment Results:

TerraNova3 test results are received in May and are extensively reviewed by faculty and administrators for both curriculum assessment and the planning of differentiated instruction. During a series of faculty meetings led by our school testing coordinator, faculty members search through various reports (including individual, group, and class data) to find weaknesses in individual performance and gaps in curriculum. Note is also made of areas in which students excel allowing the SES faculty to enrich curriculum. Instructional Improvement Plans are designed and sent to the Archdiocesan Schools Office.

The annual Instructional Improvement Plan allows SES to examine standardized scores and classroom performance each year in order to improve instruction for the following year. Frequent subject area meetings between grade levels analyze strengths and weaknesses within the disciplines; this ensures vertical alignment across subject areas. End of year faculty meetings provide an overview of the school year encouraging reflective practice and providing strategic planning opportunities. Meetings at the beginning of the school year further delineate the responsibilities of the specialists and teachers with regard to classes and individuals.

SES scrutinizes not only the TerraNova3 scores but also formative and summative assessments, benchmark tests for mastery and commentary from teachers, this allows SES to stay true to mission and educate the whole child. The SES faculty is then able to meet the needs of the individual child by implementing differentiated learning in all classes.

Instructional Improvement Plans assist the administration in planning professional development both for the faculty as a whole and for individual teachers. The school is committed to providing faculty with the latest research on best practices enhancing learning for all students. As a result of the analysis of TerraNova3 data, SES seeks meaningful professional development for the faculty in order to improve classroom instruction.

SES is a high performing school; it is the belief of this faculty that improvement is a way of life in this school community.

3. Communicating Assessment Results:

The Home Report is a key component of communication with parents. This report is sent home to each family with an explanation of terms and suggestions on how to view results. Conferences are welcomed with parents. Teachers also have the Individual Profile Report to use in further breaking down skill achievement levels. This report is helpful in planning remedial lessons both within school and at home.

Each May, the administration conducts a “State of the School” address for parents and School Advisory Council members. TerraNova3 assessment reports are presented, highlighting grade level and school performance. There is a question and answer period, during which parents are free to ask more detailed questions. We remind parents that standardized testing is a snapshot captured on a particular day. During the course of a school year, teachers utilize a variety of authentic assessment techniques which give a broader picture of a child’s demonstrated academic growth.

Communication between principal, parents and teachers occurs in various ways. In September at Back-to-School night, teachers outline the expectations for the students for the year. Parent-teacher conferences are held twice a year, in the afternoon and night to discuss academic progress of students. Progress reports are issued three times a year informing parents of student’s current academic and social growth. Parents are always encouraged to schedule an appointment with the teacher and principal to discuss any issues of concern. The principal has an open-door policy with parents, teachers and students.

Our school families receive a weekly letter from the principal in our e-envelope, which is also available on our website throughout the year. This letter informs the parents of the school’s activities and accomplishments. Parishioners are made aware through the church bulletin and a large *School News*

bulletin board in the church lobby. Alumni and their families receive the Annual Report describing the spiritual and academic endeavors, the sports and theatrical feats, the ever-expanding service projects and the stable financial status of our school community.

4. Sharing Lessons Learned:

It is with great pride that SES shares the accomplishments of its students. There are several open houses during the year welcoming both current and prospective families into the school. SES displays student work, shares videos of school plays, oratorical contests and mock trials, and invites community members to take tours of our outstanding facility. The halls are filled with awards from scholastic competitions and sports trophies for basketball and track. Students from SES have won Respect Life essay contests, talent showcase awards and national recognition for individual sports. All these accomplishments, as well as photos from our many service projects are sent to local, area and archdiocesan newspapers. The school's comprehensive website depicts daily life at SES and shares all the "Good News" of SES with the wider community.

The Archdiocesan Schools Office facilitates several meetings a year at the district level for both teachers and administrators allowing them to discuss and disaggregate data. Questions are answered by not only the assistant superintendent for curriculum and assessment, but also, there is often a representative of CTB McGraw-Hill Company. Principals and testing coordinators are given a forum to raise pertinent issues and collaborate to ensure accurate analysis of the scores. The collegial conversation always focuses on improving achievement for all students and implementing a data driven curriculum.

Deanery professional days encourage teachers from the four area Catholic elementary schools to share best practices and to listen to dialogs from experts in the educational field. A specific focus is given to each day; recent gatherings have covered RTI, curriculum mapping, implementing SMART Board technology across the curriculum and how to best handle bullying.

Teachers confer and share information at national conferences such as the National Catholic Educational Association (NCEA) and the International Society for Technology Education (ISTE). Meeting colleagues from around the country and around the world energizes the SES faculty. The principal also shares the success of SES with fellow educational leaders at the university and college level.

If St. Elizabeth School earns the distinction of being named a Blue Ribbon School, the principal and faculty will take very seriously the added responsibility of sharing successful strategies with other schools. Once designated "Blue Ribbon" this school would sponsor a professional development day for teachers from inner city schools demonstrating lessons and dialoging regarding best practices. The honor of being a Blue Ribbon School would also provide a wonderful marketing piece for our school. More students now would mean more compassionate and articulate adults making a difference in the world during the years to come.

1. Curriculum:

St. Elizabeth School combines an intentional curriculum, aligning with NJ Core Content Standards, with an implicit curriculum, influencing students' principles, consciousness and conduct. The curriculum encourages understanding connections between school and life. SES seeks not only to promote **competence**, but also **community**, **character** and **compassion**.

Religion – Faith formation is an integral part of the school's mission and religion permeates our curriculum. Students learn the tenets of their faith each day in religion class; within this Christ-centered environment gospel values are woven throughout the disciplines. By gathering several times monthly for liturgies and student-led prayer services, as well as, daily prayers, the spiritual life of our children is nourished. Social justice issues are discussed and acted upon through mission projects. The students trust in God's unconditional love and believe they have a responsibility to impact the human condition.

Literacy – The spoken, the read and the written word are taught in both reading and language arts classes. Students meet high expectations regarding grammar, spelling and vocabulary in all written artifacts. Reading is a cross-curricular endeavor and all grades are encouraged to read to learn and to read for pleasure. An oral communications thread runs throughout our literacy program and culminates in a competitive and impressive oratorical contest in the eighth grade. As demonstrated by both classroom performance and testing results, we not only meet but exceed the standards in these subject areas.

Mathematics – The curricular approach to mathematics is multi-faceted, incorporating: word problems with a range of structures and solutions, depictions to make abstract ideas tangible, writing about mathematics, connecting math to other disciplines, measuring and hands-on manipulation of materials, as well as, requiring justification for solutions. Various techniques allow teachers to implement Bloom's Taxonomy, ensuring that students can demonstrate, apply, analyze, synthesize and evaluate mathematical information in an age appropriate manner with a spiraling degree of difficulty.

Social Studies – Teachers weave the strands of history, geography, economics, civics and government to create not only a national, but also a global perspective for students. Map skills are taught using various software packages, politics comes to life through classroom debates, community is studied by reporting on local heroes, historical fiction gives perspective to the various eras in American history, and discussions on current events combines with media clips to bring the world to the classroom. SMART Boards, graphic organizers and timelines keep students engaged; fieldtrips to Trenton, Ellis Island and New York City relate to grade level curriculums.

Science – Utilizing inquiry based strategies, enhanced by an innovative hands-on approach, all students have an opportunity to learn scientific concepts building on prior knowledge and fostering conceptual change. Physical, life and earth science are integrated and scientific methods implemented to prepare students to solve 21st century problems. In the lower grades journaling assists students in interpreting more complex ideas; practical scientific experiments are also an integral part of each unit. In accordance with the research of Zemelman et al (2005), faculty implements best practices to emphasize multiple process skills (manipulation, cognitive and procedural) within the context of the lesson. The faculty stresses using evidence to revise and develop scientific explanations in the middle school. The lab provides the necessary tools for older students to dissect cow eyes and sheep hearts. They are then required to submit detailed lab reports and discuss relationships between the dissections and medical sciences. There is an interdisciplinary approach to science; SMART Board technology brings the wonders of astronomy, oceanography and zoology into the classroom.

Physical Education – An innovative partnership with the YMCA located in our town, allows instructors from the "Y" to provide a variety of classes including: team sports, martial arts, yoga and aerobic

activities. Wellness Days at the YMCA give students the opportunity for swimming, taking spinning classes, experiencing “Zumba”, preparing nutritious foods in cooking classes and learning stress management techniques.

Art and Music - The innovative techniques of the SES art teacher have students in grades K -8 producing astounding pieces of art. The walls of the cafeteria and stairwells have become a virtual gallery. In addition to weekly vocal classes, students may learn to play an instrument in the *Music for Life* program. There are Christmas and spring concerts, an active school choir, and theater opportunities in the Festival of the Arts.

Spanish – Grades PK-6 enjoy plays, songs and holiday celebrations which enhance students’ understanding of the language and culture. Upper grades attend class three times a week, to increase their mastery of vocabulary and conjugations; they write poetry, short stories and plays. Students learn folklore and customs, explore the art, history, literature and geography of Spain. *Rosetta Stone*’s technology permits students to improve conversational skills. St. Elizabeth School is in compliance with the Blue Ribbon program's foreign language requirements.

Technology – SES has created an environment suitable for education during the Information Age. Students learn to research, create charts and graphs, *PowerPoint* presentations, and organize information in an *Access* database. The total integration of technology creates learning connections for today’s tech-savvy student (Jacobs, 2010).

2. Reading/English:

Reading is the pathway to all subject matter. It is a subject and discipline that faculty and students are passionate about at SES. The curriculum is designed to inspire intrinsically motivated readers, who actively utilize skills necessary to be proficient. The curriculum creates enthusiasm about reading, as it has proven successful in molding lifelong readers.

The curriculum is research-based and aligned with state standards. Implementing strategies espoused in Oczkus’s *Reciprocal Teaching at Work* and Keene & Zimmerman’s *Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop*, as well as other current reading experts, teachers combine principles customized for individual students. Relying on a multitude of written discourse, reading is taught, refined and applied for the student body. Students develop their reading through basal readers, current popular literature, as well as the classics. Skills are introduced through meaningful exposure to text and enhanced through explicit teaching experiences. Reading comprehension is developed through the exposure to a variety of genre and cross-curricular activities. SES has embraced an interdisciplinary approach to literature.

Vocabulary acquisition is a component of the SES reading program. The new series *Elements of Reading Vocabulary* published by Steck and Vaughn enhances speaking, writing and comprehension; students use a variety of methods to acquire and develop vocabulary skills.

A school-wide reading competition encourages students to be avid and voracious readers. Students are encouraged to read for pleasure and are supported in the self-selection of age appropriate reading material.

Students’ reading is monitored through literature circles, book-talk, open discussions and non-traditional book- sharing. Students are encouraged to move beyond the literal interpretation of reading and tap into the higher levels of synthesis and evaluation as they explore the many connections stories have to life experiences.

Students respond to what they have read through the vehicles of essays and creative writing, dealing with topics designed to reinforce reading comprehension while incorporating grammatical skills.

Each year students are screened to determine individual strengths and weaknesses. Intervention plans, unique to the individual student, are developed and implemented in cooperation with the reading specialist. Students receive explicit instruction in areas of weakness and are challenged in areas of strength. Benchmark tests are given at strategic intervals throughout the year to ensure proper growth in reading. In addition, TerraNova analysis further identifies student needs.

It is the belief of the SES faculty that all students can be engaged, enthusiastic and proficient readers.

3. Mathematics:

The math curriculum at St. Elizabeth is unique due to the individualized and differentiated strategies implemented by its math faculty. The program is designed to develop, challenge, and remediate each student by stressing critical thinking and problem solving skills, as well as the mastery of computation. By fostering positive self confidence in a nurturing learning environment, each student is encouraged to be successful in mathematics. Lessons are designed to incorporate hands-on-manipulatives, web based programs, SMART Board presentations, real world projects and connect their application to life experiences.

The program follows the NJ Core Curriculum Content Standards and analyzes test data to drive curricula decision making. In grades K-2 the excitement and foundation for learning mathematics is built by utilizing a variety of multi-sensory activities including writing with pictographs, journaling, and auditory sensory activities such as songs and movement. In grades 3-5, a math teacher channels this enthusiasm by modeling concepts such as proportional reasoning, computational fluency, and algebraic algorithms.

Grades 6-8 curriculum focuses on bridging the connections between algebra, geometry, and numerical operations, facilitating meaningful understanding. Instruction for grades 3-8 is enhanced by teaming the math teachers with a math specialist. Bergen County Special Services also provides an additional teacher to address the special needs of students. A strong collaboration between teachers solidifies the vertical and horizontal alignment, opening communication and creating an avenue for cross-curricular planning.

Teachers are vigilante about identifying student learning styles and directing their lessons to the varying visual, kinesthetic, and auditory learners. Classroom instruction is differentiated by incorporating cooperative learning, small group and whole group instruction and student directed learning in conjunction with tiered curriculum.

The SES math maverick project allows students to design presentations tying their hobbies and interests to daily uses of mathematics. As a result they develop a lasting connection with mathematics. Assessment and Learning in Knowledge Spaces (ALEKS), a web based mastery program, supports curriculum in grades 3 through 8. ALEKS is founded on groundbreaking research in mathematical cognitive science; it addresses the varying levels of ability within the classroom by offering immediate feedback, spiraling math content, remediation, and enrichment.

In accordance with the school's mission statement, best practices combined with traditional rote and memorization methodologies allow students to experience a holistic view of mathematics. St. Elizabeth School's math curriculum emphasizes writing and organization to help students make connections, develop reasoning skills, communicate ideas and become astute problem solvers.

4. Additional Curriculum Area:

The Language Arts program at St. Elizabeth School has a reputation for producing students who are very competent writers and accomplished public speakers. By the end of the eighth grade there is not one student who cannot command the attention of an audience whether speaking extemporaneously, reciting Shakespeare or revisiting one of history's great speeches. For the last thirty years it has been the tradition of SES that all children are comfortable with "orals". Even our youngest students are able to stand up before an audience and recite memorized lines. It is a life skill that we consider essential to building self-

confidence. Students are well prepared to express their values and assume leadership roles here and at the next level. Area high schools continually praise the exceptional abilities of our alumni.

Our writing program is successful because students are involved in the complete process from the earliest grades. As dictated by best practices they select topics, pre-write, draft, revise and edit their work. Grammar and mechanics are stressed in the context of actual writing and vocabulary is incorporated into text. Some educators tend to quote decades old research (Hillock, 1986) regarding the ineffectiveness of grammar lessons. Contrary to popular methodology, the faculty at SES still believes some isolated skill and drill grammar lessons are effective and the written artifacts support this theory.

Primary grade students keep journals to promote fluency and self-expression. Teachers model writing in various forms on the SMART Board so students see a sample of the various styles. One-on-one conferencing also gives students a chance to reflect on their written words. The school publishes a student newspaper and encourages students to submit interviews, articles and poetry. Writing across the curriculum occurs at all levels and graphic organizers assist students as they identify details important to the topic. Collaborative writing in small groups allows for peer feedback and encourages the whole class to grow as a community of writers who respect each other's thoughts and words. Eighth graders are required to produce a research paper in MLA format and present their findings.

In keeping with the mission SES prepares the next generation for the 21st century; we concur with current research that the creation of social capital is as important as the building of intellectual capital. To this end, our outstanding language arts department graduates students who can eloquently articulate their beliefs with exceptional public speaking skills, who can produce written work worthy of an adult, and who are capable of communication to connect social networks for the common good.

5. Instructional Methods:

St. Elizabeth School connects mission and pedagogy by educating the whole child: academically, spiritually, emotionally and physically. Keenly aware of the uniqueness of each student's individual learning profile, SES works diligently to provide the most comprehensive program for our population. This is no easy feat. The recognition of individual strengths and weaknesses, as well as what each child needs from his/her educational experience is the foundation on which SES ministers to all learners.

SES embraces the diversity which exists in our student population; acknowledging that all students may not be at the same place at the same time, but believing that all students can and will be successful with the proper supports and instruction. Programs are research-based and use a combination of approaches to tap into the strongest modality for our students. Utilizing Bloom's taxonomy as a framework for differentiation, SES taps into the highest level which the students can reach. Students are given the opportunity to grow, to take risks, and to develop a sense of self-confidence; thus creating a secure and nurturing learning environment. Reflective of the SES mission, students maintain a sense of academic esteem among peers.

During screening and TerraNova analysis, students at-risk are identified and closely followed by our Instructional Support Team. Adapting the RTI paradigm, these students receive additional time in the classroom or with a small group and a specialist. As progress is made and documented through reassessment, students are put back into the class setting, but monitored. Students, who do not respond to the tiers of RTI, are recommended for further evaluation by our child study team. The students who require further assistance in math, reading and other disciplines are aided to ensure success throughout the grades.

Recognizing a very broad spectrum of abilities, all learners are challenged to develop rigorous critical thinking skills and evaluative strategies. Excelling students are members of collaborative academic teams, competing and consistently placing in the top three in regional competitions. **All** students are expected to stretch scholastic boundaries. **All** students are eligible for enrichment programs including new extended academic day "*exploratories*" in art, economics and the STEM program.

SES historically produces successful learners; across the academic span, they are encouraged and supported to become both productive and independent individuals. By addressing the strengths and weaknesses of the student population in a proactive manner, students benefit from support and guidance unique to their individual needs. As a school community, SES does this very well.

6. Professional Development:

The value placed on professional development often mirrors the success of a school. Research suggests that the following structures help teachers grow professionally: clear, focused and supportive leadership; common planning time; collaboration and teacher leadership; quality learning for teachers and sustainability (Zelman et al, 2005).

In order to implement this framework, SES is committed to on-going staff development in all curricula areas to support student learning. Professional development is evident each day in the halls of SES, because there is common planning time and collaborative conversation. The principal leads by example: sharing current research and arranging professional days to discuss best practices among colleagues. Recently, the faculty listened to a video-taped panel discussion with Marzano (*What Works in Schools*), Wiggins & McTighe (*Understanding by Design*) and Jacobs (*Curriculum Mapping*) debating what works in 21st century schools. A very lively and worthwhile professional dialogue followed using talking points from nationally recognized experts.

A focus of SES professional development this year is Response to Intervention. Several faculty meetings and a deanery meeting (four area Catholic elementary schools) centering on this paradigm have been planned. Professors, who are experts in the field of special education, will speak at these meetings and the intent is to better serve students by implementing the tiers of RTI. Collaboration with the NYU Child Study center also provides an opportunity to attend seminars pertinent to RTI.

In order for the SES faculty to expand their knowledge of technology; we have committed to ongoing SMART Board training with Tequipment Corporation. These customized seminars meet teachers at their level of technological expertise and promote understanding of new software and methodology. Ongoing professional development for other areas of technology is the responsibility of the Director of Technology, by providing the needed support for curriculum mapping and the ALEKS program, both of which align to state and archdiocesan standards.

The long tenure of many teachers at SES makes them seasoned veterans, yet as a group they are always enthusiastic learning new ways of teaching and are committed to the philosophy of life-long learning. Faculty members have attended seminars and conventions presented by : ASCD, the National Catholic Educational Association (NCEA), the Bureau of Education and Research, Northern Jersey Reading Workshops and Seminars, International Society for Technology in Education (ISTE), SMART Technologies, Orton-Gillingham, and the National Science Teachers Association. The Archdiocese of Newark provides learning opportunities for teachers and bi-monthly principal leadership seminars in order to support educational excellence for the district. Leading and reflective practice is very much a part of the SES culture. Quality learning opportunities for teachers and the creation of teacher-leaders will ensure sustainability.

7. School Leadership:

Culture and climate are inextricably linked to leadership. The philosophy of the leadership at SES is to promote a culture of trust and an open school climate within the community. The leadership believes trust is critical to the institution's success. As Kochanek's (2005) research suggests trust in schools leads to increased participation among faculty in school reform efforts, greater openness to innovations among teachers, increased outreach to parents, and even higher academic productivity within the school . All those factors are undeniably present at SES. The principal is trustworthy, innovative and welcoming. A collegial style encourages professional dialogue among teachers and facilitates reframing of issues to creatively solve problems.

Countless hours are spent constructing a productive learning environment, procuring the necessary materials for learning and conversing with teachers regarding the best course of action to ensure student achievement. The evident level of professionalism among the faculty leads to the academic success of all students; teachers hold as sacred their responsibilities to their students. Always focusing on enriching student life, teacher-leaders dedicate their waking hours to endeavors aimed at having each child reach his or her potential, not just as a student, but as a human being.

According to Hoy (2008), "An open school climate exists when there is institutional integrity: the principal has an integrated leadership style that is concerned with both the task at hand and the social well-being of the teachers, The principal has influence for needed resources, morale is high, and there is a general academic press for achievement by teachers, students and parents." These words describe SES. Common values, goals, visions and objectives create a "leader-full" organization at SES. The pastor is the head of the parish community which includes the school ministry. The pastor and principal collaborate on all issues involving the school, sharing leadership with faculty committees, the School Advisory Council and the HSA. It is a synergistic school community recognizing that the power of the whole is greater than any individual; this mutual trust and respect allows everyone to work together to accomplish strategic goals.

The leadership of this community views the students as their pride and joy, the faculty as their heart and soul, and the unending generosity and enthusiasm of the parents as the engine which keeps the school's educational endeavors on the cutting edge. Msgr. Robert Sheeran, past president of Seton Hall University, once stated that there needs to be an integrity for all Catholic schools, which says, "This is who we **are**..... this is how we **live**this is what we **believe**..... and this is what we **teach!**" This sentiment, espoused by our leadership, is the essence of Catholic education at St. Elizabeth School.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV151

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4050</u>	<u>\$4050</u>	<u>\$4050</u>	<u>\$4050</u>	<u>\$4050</u>	<u>\$4050</u>
K	1st	2nd	3rd	4th	5th
<u>\$4050</u>	<u>\$4050</u>	<u>\$4050</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5948

5. What is the average financial aid per student? \$708

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 6%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: Third
Edition/2008

Publisher: CTB McGraw-
Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	83	80	92	87
Number of students tested	34	29	31	31	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	76	83	89	77
Number of students tested	34	29	31	31	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	73	88	84	84
Number of students tested	28	32	31	27	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	84	83	81	77
Number of students tested	28	32	31	27	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	83	83	86	87
Number of students tested	28	32	27	33	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	85	85	84	87
Number of students tested	28	32	27	33	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	79	80	83	84
Number of students tested	29	29	30	35	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	77	75	85	83
Number of students tested	29	29	30	35	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	82	84	79	84
Number of students tested	27	27	34	27	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	80	85	83	78
Number of students tested	27	27	34	27	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: TerraNova Third Edition was administered beginning in 2008/2009. TerraNova Second Edition was administered in years in the preceding years.					